Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

Number	Education Programs - Partnership		Description of PreK-12 School Needs -	Partners and Collaborators -	Written Agreement - Is
	and Collaboration Name	provide a brief description of the partnership and collaboration (about 50 words or less).	Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Please list the names of the entities that took part in the partnership and collaboration.	there a written agreement with the partners and collaborators? Yes or No?
1.	Field Experiences - Poquoson City Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marilyn Barr and Leigh L. Butler	No
2.	Field Experiences - Virginia Beach City Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Tammy Bowyer and Leigh L. Butler	No
3.	Field Experiences - North Hampton County Public School	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Susan Bradford and Leigh L. Butler	No
4.	Field Experiences - Fairfax Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Susan Brann and Leigh L. Butler	No
5.	Field Experiences - Suffolk City Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Karen Brickey and Leigh L. Butler	No

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6.	Field Experiences - Hampton City Public Schools	students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Carrie Byrd and Leigh L. Butler	No
7.	Field Experiences - Chesapeake City Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Michael Clayman and Leigh L. Butler	No
8.	Field Experiences - Franklin City Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Walter Clemons and Leigh L. Butler	No
9.	Field Experiences - Loudoun County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Delores Creech and Leigh L. Butler	No
10.	Field Experiences - Prince William County Public Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Darlene Faltz and Leigh L. Butler	No

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11.	Field Experiences - Fauquier County Public Schools		Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Vincent Indelicato and Leigh L. Butler	No
12.	Field Experiences - Stafford County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Trish Jacobs and Leigh L. Butler	No
13.	Field Experiences - Southampton County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Timothy Kelly and Leigh L. Butler	No
14.	Field Experiences - Norfolk City Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lynne Meeks and Leigh L. Butler	No
15.	Field Experiences - York County Public Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Ida Ostrowski and Leigh L. Butler	No

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16.	Field Experiences - Portsmouth City Public Schools	students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Talitha Parker and Leigh L. Butler	No
17.	Field Experiences - Newport News Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	LaTanja Riley-Hedgepeth and Leigh L. Butler	No
18.	Field Experiences - Williamsburt- James City County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marie St. Claire and Leigh L. Butler	No
19.	Field Experiences - Isle of Wight County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Simone Terry and Leigh L. Butler	No
20.	Field Experiences - Gloucester County Public Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Kara Tyler and Leigh L. Butler	No

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21	Field Experiences - Henrico County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Seza Aldridge and Leigh L. Butler	No
22	Field Experiences - Hopewell City Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Melody Bage and Leigh L. Butler	No
23.	Field Experiences - Augusta County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Eric Bond and Leigh L. Butler	No
24.	Field Experiences - Prince George County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Bobby Browder and Leigh L. Butler	No
25	Field Experiences - Lee County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	James Browder and Leigh L. Butler	No

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26	Field Experiences - Colonial Hights Public School	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Jo Bunce and Leigh L. Butler	No
27	Field Experiences - Tazewell County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Julia Butler and Leigh L. Butler	No
28	Field Experiences - Allegany County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Robert Carpenter and Leigh L. Butler	No
29	Field Experiences - Fredericksburg City Public School	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marceline Catlett and Leigh L. Butler	No
30	Field Experiences - Harrisonburg City Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Loretta Clark and Leigh L. Butler	No

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31	Field Experiences - Dickenson County Public School		Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Debbie Colley and Leigh L. Butler	No
32	Field Experiences - Radford City Public School	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lorraine Crawford and Leigh L. Butler	No
33	Field Experiences - Spotsylvania County Public School	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Eric Cunningham and Leigh L. Butler	No
34	Field Experiences - Rockingham County Public School	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Dixie Davis and Leigh L. Butler	No
35	Field Experiences - Clarke County Public Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Matthew Eberhardt and Leigh L. Butler	No

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36	Field Experiences - Campbell County Public School		Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	John Erb and Leigh L. Butler	No
37	Public School	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Jill Green and Leigh L. Butler	No
38	Field Experiences - Rappahannock County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Becky Greer and Leigh L. Butler	No
39	Field Experiences - Charlotte County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Sharon Hall and Leigh L. Butler	No
40	Public Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lynda Hickey and Leigh L. Butler	No

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41	Field Experiences - Culpeper County Public Schools	students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Denise Hunt and Leigh L. Butler	No
42	Field Experiences - Richmond City Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Bernie Johnson and Leigh L. Butler	No
43	Field Experiences - Scott County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Darryl Johnson and Leigh L. Butler	No
44	Field Experiences - Frederick County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lynette Johnson and Leigh L. Butler	No
45	Field Experiences - Pittsylvania County Public Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Mark Jones and Leigh L. Butler	No

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46	Field Experiences - Washington County Public Schools		Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Janet Lester and Leigh L. Butler	No
47	Field Experiences - Shenandoah County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Evelyn Linaburg and Leigh L. Butler	No
48	Field Experiences - Buckingham County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Thelma Llewellyn and Leigh L. Butler	No
49	Field Experiences - Warren County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Mel Medved and Leigh L. Butler	No
50	Public Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Chad Newsom and Leigh L. Butler	No

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51	Field Experiences - Covington City Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Ellen Nipper and Leigh L. Butler	No
52	Field Experiences - Middlesex County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Cynthia Pitts and Leigh L. Butler	No
53	Field Experiences - Falls Church City Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lisa Richardson and Leigh L. Butler	No
54	Field Experiences - Montgomery County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Virginia Richardson and Leigh L. Butler	No
55	Field Experiences - Smyth County Public Schools	Preservice students complete early observations, teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Michael Robinson and Leigh L. Butler	No

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56	Field Experiences - Chesterfield County Public Schools	students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Phillip Sword and Leigh L. Butler	No
57	Field Experiences - Arlington County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Patrick Tien and Leigh L. Butler	No
58	Field Experiences - Russell County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lorraine Turner and Leigh L. Butler	No
59	Field Experiences - Wise County Public Schools	are placed in practicum settings to interact with students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	James Wardell and Leigh L. Butler	No
60	Field Experiences - Department of Defense Dependent Schools	students at various levels, and student teachers who	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Syvia Velez and William H. Graves	Yes

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61	Field Experiences - Washington State Department of Public Instruction	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	WSPI and ODU	No
62	Field Experiences - Mecklenburg County Public Schools	students at various levels, and student teachers who have completed all program components have a	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Carol Nelson and Leigh L. Butler	Yes
63	Field Experiences - Worchester County Public Schools, Maryland	are placed in practicum settings to interact with students at various levels, and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are highly qualified and ready to be hired upon graduation. This assists the districts in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Jon Andres and William H. Graves	Yes
		ODU - Ma			
1.	Norfolk Public Schools		history of low Mathematics SOL scores. Dr. Steckroth has provided the staff with innovative strategies and techniques for teaching mathematics.	Jeffrey Skeckroth	No
2.	J.F. Kennedy Middle School, Suffolk Public Schools		Sueanne McKinney works with the first year mathematics teacher to assist them with instruction as to improve their SOL scores in Mathematics.	Sueanne McKinney	No
		ODU - Market			
1.		industry update.		Davis Netherton, Michael Kosloski, Sharon Davis, and Tiffany Machado of ODU and Sarah Martin of VBCPS	No

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2.		Provided a school system based MS program for Career and Technical Education teachers. Courses for certification are also delivered.	School system wanted to enable more of their teachers to become master teachers and to provide licensure courses for teachers entering teaching from other fields.	Graduate Faculty from Old Dominion University (Ritz, Reed, Deal, Kosloski, Ndahi) and Linda Spruill, Specialist, Virginia Beach City Public Schools	No
3.		Provide information and experience on transition planning for students with disabilities and their parents for all school systems in Superintendent's Region II.	what it would be like to attend university or colleges.	Special Project Staff Joann Ervin and faculty David Netherton and Sharon Davis and Superintendents' Region II School Divisions	No
4.	Your Power, Your Choice Community Conference	Provide information updates to students with disabilities on disability services available in the community.	Provides timely information so communities and school systems can best serve the needs of children and adults.	Special Project Staff, Joann Ervin and Norfolk City Public Schools	No
5.	Education High School Credit Transfer	Articulation agreement between Old Dominion University and Virginia Beach City Public Schools.	Provides for college credit through experiential learning for Virginia Beach Marketing Education students.	Faculty Dave Netherton, John Ritz and Virginia Beach City Public Schools	Yes
6.	Public School System	Provided technical support for the Marketing Education Career and Technical Education student organization competitive events.	Needed assistance in setting up the system to determine event winners.	Faculty Michael Kosloski and the supervisor for Marketing Education Program, Fairfax County Public Schools	No
		ODU - Co	ounseling		
1.	Counseling Leadership Development	Empower school counselors to alter their perceptions of school counseling, enhance their leadership development, and become change agents and advocates for students.	Training is conducted with school counseling teams from each Newport News high school and ODU faculty. Experiences from each school site are discussed in sessions.	Vanessa Whittaker	No
			PreK-6		N 1
1.	Management for Students Working	Practicum students work with elementary students under the guidance of a designated teacher with specific instruction toward the practice of teaching.	designated teacher for 35 classroom hours	Old Dominion University, Birdneck Elementary School, Virginia Beach, VA, Willard Model School, Norfolk, VA, and Victory Elementary School (STEM Program), Portsmouth, VA	No

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			PE, & Drivers Ed		
1.	Fitness Testing	Education class HPE 406 (Test and Measurement) assisted the school's physical education staff with	All schools require students participate in fitness testing usually twice a year. This program gave the schools addition help in fitness testing.	Larchmont Elementary School Norfolk, Virginia	No
2.	Fitness Testing	assisted the school's physical education staff with	All schools require students participate in fitness testing usually twice a year. This program gave the schools addition help in fitness testing.	Kempsville High School Virginia Beach, Virginia	No
3.	Adapted Physical Education Lab	Students from Old Dominion University's Physical Education class PE 404 (Teaching Adapted Physical Education) taught adapted physical education for students with special needs from a local school district.	school district received more individualized attention while learning motor skills and	Norfolk Public Schools	No
4.	Career Day			Tanner's Creek Elementary School Norfolk, Virginia	No
5.	Larchmont Rat Race	Students from Old Dominion University's Physical Education Teacher Preparation program assisted in the organization of a one mile run and 5K race.	Local school organized a race to promote fitness and needed volunteers to help in the race.	Larchmont Elementary School Norfolk, Virginia	No
6.	Staff Development	Teach staff development classes for the health and physical education teachers.	·	Virginia Beach City Public Schools	Yes
7.	Driver Education Training	Students from Old Dominion University used driver education cars and driving range for training purposes.	Need for qualified.	Newport News City Public Schools	No
8.	Adapted Physical Education	Norfolk Public Schools		Norfolk Public Schools Office of Adapted Physical Education, Steve Errante, Director	No
9.	Afterschool Sports	St. Patrick's School	Teacher candidates participate in teaching of sports and dance skills to afterschool programs.	St. Patrick's School, Norfolk, VA	No

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			al Education		
1.	Consortium (T/TAC)ODU	T/TAC at Old Dominion University is designed to improve educational services for children with disabilities in Virginia.	The consortium is responsible for training and technical assistance in the areas of Early Childhood Special Education/Primary DD and individuals with moderate to severe disabilities.		Yes
2.		Effective Schoolwide Discipline is an initiative designed to support positive academic and behavioral outcomes for all students.		Effective Schoolwide Discipline works in a collaborative partnership with Virginia Department of Education Training and Technical Assistance Centers. Currently, 30 school divisions participate in ESD.	Yes
3.	The Commonwealth Special Education Endorsement Program	The Commonwealth Special Education Endorsement Program: A Distance Learning Approach provides high-quality, site-based course work that effectively addresses the barriers of both distance and expense that confront provisionally licensed special education teachers.	This program addresses the critical teaching shortage area of special education.	CSEEP is a collaboration of school divisions (101 have participated), the Virginia Department of Education, and Old Dominion University.	Yes
4.		The goal of the PPET program is to prepare a diverse group of teacher candidates for the challenges of the special education classroom. The prospective candidates are selected from a pool of paraprofessionals and other non-licensed school personnel who will meet all professional teaching requirements for the special education licensure.	This program addresses the critical teaching shortage area of special education.	PPET is a collaboration of school divisions (28 have participated), the Virginia Department of Education, and Old Dominion University.	Yes
5.	Preparation in Vision Impairment- We discussed this with Patti Pitts on	The Virginia Consortium for Teacher Preparation in Visual Impairments Program's primary goal is to prepare teachers to be highly skilled at working with students with visual impairment and blindness.	This program addresses the critical teaching shortage area of special education: visual impairments.	The VI consortium is made up of six universities: George Mason University, James Madison University, Norfolk State University, Old Dominion University, Radford University and Virginia Commonwealth University.	Yes

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6.	The Virginia Beach Teacher Training Project* (*title may change)	The Virginia Beach Teacher Training Project's primary goal is to provide general education teachers the opportunity to earn special education endorsements.	This project is designed to better prepare teachers to meet the ever changing diversity within their classrooms.	The Virginia Beach Teacher Training Project is a collaborative arrangement between Old Dominion University and Virginia Beach City Public Schools.	In process
		ODU -	Music		
1.	Music Education in the Schools: Elementary and Secondary Performance Study	Full time music professors provide performance practices workshops and clinics in elementary and secondary band, chorus, orchestra, marching band, jazz choir and jazz band for public school students in local and state districts.		Music departments of: City of Norfolk Public Schools, Chesapeake Public School, Virginia Beach Public Schools and music departments from Leesburg, VA; Sterling, VA; Midlothian, VA	No
2.	Internships and Side By Side Rehearsals and Performances	Old Dominion University performing groups (Band, Brass Choir, Orchestra, Chorus, Jazz Choir) partner with public school performing ensembles across the Tidewater area to study and perform a wide range of literature.	Area public school district teachers consistently invite Old Dominion University professor to give clinics and workshops at their schools. They rely on and benefit from the expertise of ODU's nationally recognized performers, conductors, and music educators.	Old Dominion University performing groups and conductors side by side together with Virginia Beach, Suffolk, Norfolk, and Chesapeake schools.	No
3.	Singing Festival at Old Dominion	Public school vocal soloists come to ODU for adjudication and competition in this school/University/national organization collaboration.	Individual public school vocalists welcome opportunities to compete and be adjudicated at the local, regional, and national levels through this collaboration.	High School students from the Tidewater region.	No
4.	F. Ludwig Diehn Concert Series	This concert series brings artists of international standing to Old Dominion University. Local school districts benefit from the master classes that are open to the public and free of charge.	Students at all levels benefit from observation and interaction with artists of international standing. These interactions involve artists and music from around the world and help satisfy national and state standards for learning about diverse cultures and indigenous music.	Students from Norfolk and Virginia Beach public schools.	No
5.	Graduate Courses for recertification	Graduate courses are created that satisfy recertification requirements for the Commonwealth. Courses are offered at times convenient for the inservice teacher. Teletech courses are also offered to accommodate the needs of these teachers.		Teachers from all of the surrounding public and private schools have taken advantage of our graduate courses that lead to a masters degree in music education or can simply be applied toward recertification.	No

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6.		Students from across the Tidewater area come to the ODU campus to participated as soloists and perform in ensembles under the direction and tutelage of expert performers and educators in the field.	Area public schools rely on the resources provided by ODU for intensive study in string literature for solo, ensemble and major organizations.	Public schools from southeastern Virginia, across the state, and from outside the Commonwealth.	No
7.	Governor's School for the Arts	The Governor's School is housed in the music department of ODU. Students from this school receive instruction from ODU professors and selected GSA students participate in ODU performing ensembles.	The needs of advanced high school musicians can be met through high level study provided by university professors and by participation in university performing groups.	All public high schools in the Tidewater area send students to the Governor's School for the Arts at Old Dominion University.	Yes
8.	J S	Public school students and community members come to the ODU campus to attend vocal workshops in a wide range of skills and techniques which culminate in ensemble performances.	The need to study technique and quality literature is apparent in the state standards of learning for music.	Area public schools and community members.	No
9.	On-site Clinics	School performing groups from as far away as the New York City area come to the Old Dominion University campus to receive instruction and adjudication in performance practices.	School students seek growth through adjudicated performances and workshops led by university experts in the field.	Madison High School, Madison New Jersey: Band, Chorus, Orchestra.	No
10.	Virginia Music Educators Association Presentations and Workshops	ODU professors and students present workshops that benefit students and teachers from around the state. For example: "Starting a Jazz Choir in Your School" "Educational Leadership in the 21st Century" and "The Job Quest: Painful Pathway or Productive Process".	These workshops satisfy the needs of students and educators attending the annual VMEA conference by providing research-based workshops.	Open to all Virginia music educators and visiting students.	No
11.		As an outgrowth of the graduate research program in music education at ODU teachers in four school districts implemented this research-based project which involves parents in learning along with their students for the purpose of strengthening school-student-parent relationships and increasing content knowledge. The results of this project are being presented at the biennial world conference of the International Society for Music Education, University of Bologna, Italy, July, 2008.		Schools participating were from the Virginia Beach Public Schools, Norfolk Public Schools as well as two private schools: Atlantic Shores Christian Elementary School and Great Bridge Christian Elementary School.	No
12.		Hands on teaching in the field experiences occur through a formal program of methods coursework and the clinical internship (student teaching).	Local schools need the interaction with pre- service teachers to aid in their growth and to provide their students with the latest in teaching strategies and approaches.	Placement for all practica and student teaching involve elementary and secondary schools from Norfolk, Virginia Beach, Suffolk, and Chesapeake.	Yes

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			nguage Pathology		
1.		School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Norfolk Public Schools and ODU Speech-Language Pathology program	No
2.	Virginia Beach Public Schools Practicum in Speech-Language Pathology	School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Virginia Beach Public Schools and ODU Speech-Language Pathology program	No
3.	Chesapeake Public Schools Practicum in Speech-Language Pathology	School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Chesapeake Public Schools and ODU Speech-Language Pathology program	No
4.	Hampton Public Schools Practicum in Speech-Language Pathology	School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Hampton Public Schools and ODU Speech-Language Pathology program	No
			ducation PreK-3		
1.	Norfolk Public Schools Early Childhood Strategic Planning Committee	The current purpose of the committee is to provide both much needed professional development in early literacy to PreK teachers as well as to childcare providers and enriched literacy experiences for young children. It is composed of members from the university, the community and Norfolk Public Schools.	building blocks with training programs for	Dr. Gloria Hagans, NPS; Dr. Andreas DeBruin Parecki, ODU, Dr. Katharine Kersey, ODU	Yes
2.	Norfolk Public Schools Early Childhood Professional Development Research	Dr. Katharine Kersey, professor of early childhood education, with Marie Masterson, doctoral candidate, conducts professional training research with 110 NPS Pre-Kindergarten teachers, evaluating a training model for positive teacher interaction techniques that promotes the growth of prosocial skills in 3 and 4-year old at risk preschoolers in NPS classrooms.	To investigate research based training to align school practices with state projected Quality Rating Improvement System using the CLASS evaluation assessment method.	Dr. Gloria Hagans, NPS. Dr. Katharine Kersey, ODU, Marie Masterson, MS.Ed.Ph.D. Candidate	Yes
3.	Early Reading First Collaborative Grant Writing and Planning	Andrea DeBruin-Parecki, associate professor of early childhood at Old Dominion University, has teamed with Norfolk Public Schools to write pre-application for an Early Reading First grant.	To enhance the literacy environment, enrich literacy experiences for young children, and to provide professional development and coaching for pre-k teachers and teaching assistants.	Dr. Gail Flanigan, NPS, Myrna Simmons, NPS., Dr. Andrea DeBruin Parecki, ODU	Yes
4.	K - 5 Classroom Management Training Collaboration	Dr. Katharine Kersey, professor of early childhood at Old Dominion University, has partnered with Newport News Public Schools to provide professional development and classroom management support through an ongoing mentorship model and released a new filmed version of The 101s: A Guide to Positive Discipline, filmed in this Title 1, K – 5 version.	To train teachers in state competencies to support prosocial skills and positive teacher-child interactions known to facilitate optimal academic achievement.	Lisa Coffman, Newsome Park Elementary School, Dr. Katharine Kersey, ODU, Marsha White, ODU	Yes

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5.	Norfolk Public Schools Formative Assessment Research	Dr. Jack Robinson, professor of early childhood education, collaborated with Norfolk Public Schools to facilitate teacher expertise in formative assessment for student learning A professional development course was implemented with 46 teachers and administrators from 4 elementary schools and central office staff.	The training was supported by funds from NPS and an ODU office of research grant for \$50,000, and reinforced the development initiatives of the district.	Richard Strauss, NPS, Dr. Jack E. Robinson, ODU	Yes
6.	Norfolk Public Schools Elementary Mathematics Strategic Planning Committee	Alice Wakefield, ECE associate professor, serves on the Norfolk Public Schools Elementary Mathematics Strategic Planning Committee, composed of members from the university, the community and Norfolk Public Schools. The district math supervisor provides information to and seeks input from the committee members.	To provide district requested and research based professional development to elementary math teachers.	Dr. Alice Wakefield, ODU, Denise Walston, NPS Math Supervisor	Yes
7.	Old Dominion University ESSE Educational Partnership with CHEAR	Dr. Katharine Kersey, professor of early childhood education, worked with Coalition for Hearing Education and Research (CHEAR) to develop a collaborative service delivery program to children with cochlear implants as part of the ODU Child Study Center Preschool programs.	To provide comprehensive services for disorders of the ear, hearing and balance through identification, clinical care, research, rehabilitation, and education of children – including public awareness and advocacy.	Dr. Katharine Kersey, ODU, Dr. Juan Montero, EVMS, Barry Strasnick, EVMS	Yes
8.	Professional Pre-Service Teacher Professional Development Seminar Partnerships		training for preservice teachers in special education and NCLB issues, differentiation, positive discipline, balanced literacy and	Dr. Katharine Kersey, Joe Badali - Salem Elem. Va. Beach; Steve Hammond – St. Patrick's School, Norfolk; Lola Grandella -Walsingham Academy, William McConnell - Butts Road Intermediate	No
9.	ODU-NPS Math Strategies Gender Research	ODU is an facilitating an empirical study with NPS to determine if gender is a factor in math strategies used to solve double column addition problems. Third graders in two year-round title 1 schools are involved in math strategy comparisons.	All districts are required to provide evidenced-based practice. This study will give insight into best practices for girls and boys in elementary math instruction.	Dr. Alice Wakefield, ODU, Dr. Sally B. l'Anson, NPS Math Specialist	Yes
10.	Early Childhood Education Future Teacher Partnerships	The Child Study Center provides ongoing professional classroom experience for middle and high school students from Norfolk Academy, Ocean Lakes High School, and the Norfolk Vocational Technical Center at the Child Development and Child Study Centers. Students observe early childhood classrooms, teachers, and students.	To sustain a pre-professional partnership which serves the purpose of fulfilling internship requirements and facilitating the early childhood education profession.	Lanier Lebby Busi, NPS, Courtney Hundley, Ocean Lakes High School, VA Beach, Dennis Manning, Norfolk, Academy	Yes

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	ODU - Technology Education								
1.	Chesapeake Career and Technical Education In-service	School system wide in-service is provided several times per year. Recent topics have included Differentiated Instruction and Increasing Literacy through Career and Technical Education.	updates on how best to service learners enrolled in career and technical education programs.	John Ritz, Old Dominion University and Robert Head, Director of Adult and Career and Technical education, Chesapeake Public Schools	Yes				
2.	Old Dominion University MS Program for Virginia Beach Career and Technical Education Teachers	Provided a school system based MS program for Career and Technical Education teachers. Courses for certification are also delivered.	their teachers to become master teachers and to provide licensure courses for	Graduate Faculty from Old Dominion University (Ritz, Reed, Deal, Kosloski, Ndahi) and Linda Spruill, Specialist, Virginia Beach City Public Schools	No				
3.	Virginia Beach Tech Prep Industry Updates	Provided industry visitations for teachers to learn about relevant career choices for high school students.	technical education teachers.	John Ritz, Old Dominion University and Daniel Smith, Apprenticeship Specialist, Virginia Beach City Public Schools	No				
4.	Fairfax County STEM Program Planning	Discussed and reviewed plans for Fairfax County to develop pre-engineering courses that would integrate mathematics and science skills into instruction.		John Ritz and Philip Reed, Old Dominion University, and Anthony Casipit, Technology Education Specialist, Fairfax County Schools	No				
5.	Old Dominion University MS Program for Fairfax County Technology Education Teachers	Provided a school system based MS program for Technology Education teachers. Courses for certification are also delivered.	their teachers to become master teachers and to provide licensure courses for	Graduate Faculty from Old Dominion University (Ritz, Reed, Deal, Ndahi) and Anthony Casipit, Specialist, Fairfax County Public Schools	Yes				
6.	Old Dominion University MS Program for Arlington City Schools Technology Education Teachers	Provided a school system based MS program for Technology Education teachers. Courses for certification are also delivered.	their teachers to become master teachers and to provide licensure courses for teachers entering teaching from other	Graduate Faculty from Old Dominion University (Ritz, Reed, Deal, Ndahi) and Kris Martini, Specialist, Arlington City Public Schools	Yes				
7.	Say Yes To College	for all school systems in Superintendent's Region II.	disabilities and their families to experience what it would be like to attend university or colleges.	Special Project Staff, Joann Ervin and faculty David Netherton and Sharon Davis and Region II School Systems	No				
8.	Your Power, Your Choice Community Conference		Provides timely information so communities and school systems can best serve the needs of children and adults.	Special Project Staff, Joann Ervin and Region II School Systems	No				

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9.	Virginia Beach Career and Technical Education High School Credit Transfer	Formal agreement between Old Dominion University and Virginia Beach City Public Schools.	learning for Virginia Beach Career and Technical Education students.	Faculty Philip Reed, Dave Netherton, and John Ritz and Virginia Beach City Public Schools	Yes
10.	First Robotics, Mechnville High School, and NASA	Faculty member served as technical mentor with High school students to prepare them to compete in First Robotics.	Serve as a mentoring option for high school students to become involved in STEM careers.	High School, Newport News.	No
11.	Virginia Beach Career and Technical Education Advisory Board	Provided university expertise in planning secondary career and technical education programs.	Align high school and university career and technical education career pathways.	Philip Reed and Virginia Beach City Public Schools	Yes
12.	STEM Career and Technical Education Grant Proposals	Provide advice on the development of STEM articulation proposals with Richmond City Schools.	Planned sequence of study to assist students in preparing for STEM careers.	John Ritz and Richmond Technical Center	No
13.	BIGMAC Advisory Committee	Faculty member served on Menchville High school advisory committee for BIGMAC.	was launched as the steering body to develop a High Schools That Work program for Menchville High School.	Walter Deal from ODU and partners such as Newport News Shipbuilding, CANON, SIEMENS, Virginia Power, Cox Communications, and Menchville High School	No
14.	The Virginia Center for Urban Education: Graduate Fellows and Master Teachers	Provided Portsmouth and Norfolk master mathematics and science teachers with workshops on problem solving in science and mathematics.		Keith Williamson, John Adams, M. Sharpe, H. Ndahi, and the Public Schools in Norfolk and Portsmouth	Yes
		ODU - Element	ary Curriculum		
1.	ECI 290: Education for the 21 st Century	Teachers for Tomorrow is a program developed at the VDOE and implemented in high schools across the state. The essence of the TfT program is equivalent to our ECI 301 course. We have developed ECI 290 as an equivalent course to be used specifically for Dual Enrollment credit.	NPS approached the college requesting Dual Enrolment status for students participating in the TfT program, hoping to encourage more of their students to enroll in teacher education programs and return to teach for NPS.	Norfolk Public Schools and Old Dominion University	Yes
2.	Virginia;	The Reading First Teacher Academy is a partnership between the ECI Reading Program at ODU and the State VDOE to provide professional development to K-3 teachers in local schools on essential components of reading, namely Phonological Awareness, Phonics, Comprehension, Vocabulary and Fluency.	The public school divisions in Hampton Roads face a shortage of highly qualified teachers, particularly in the area of reading. The Reading First Academies help ODU work with teachers in local schools to provide training for teaching reading.	Old Dominion University, VA DOE, Hampton, Portsmouth, Virginia Beach, Norfolk, Suffolk	Yes

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3.	Education's Smaller Learning Communities Special Competition: Enhanced Reading Opportunities	weekly high school observations, attending meetings, implementing surveys and conducting school-level	assessment plan for SLC. When the grant ends but the SLCs are still in place, NPS will be able to continue to assess their progress towards improving student performance using this evaluation plan.	Old Dominion University and Norfolk Public Schools	YES (on file at ODURF)
4.	Social Studies, ID&T, Northampton County Public Schools - Beyond History	Partnership funded by a Teaching American History grant that was designed to improve the teaching practices of history teachers in the district.	to the start of the grant. A need for	Old Dominion University and Northampton County Public Schools	Yes (on file at ODURF)
5.	Tidewater Writing Project	The Tidewater Writing Project helps teachers in Chesapeake, Virginia Beach, Norfolk, Suffolk, Portsmouth, Franklin, Southampton County and Isle of Wight County improve student writing in all school subjects.	training to help improve student writing in	Chesapeake, Virginia Beach, Norfolk, Suffolk, Portsmouth, Franklin, Southampton County, Isle of Wight County and ODU	No
6.	Evaluation of Young Audiences' of Virginia's Arts For Learning Residency at Willard Model Elementary School	ODU acts as the evaluator of a YAV pilot arts 'residency' – an afterschool program highlighting drawing with literary and social studies targets.		Old Dominion University Young Audiences of Virginia Willard Model Elementary School, NPS	MOU with YAV
7.	School Library Media - Norfolk GROW Our Own Program for School Librarians		The Norfolk Public School Division is facing a shortage of licensed school library media specialists. Since the late 1990s, this program has provided between 5 and 8 fully licensed school librarians for Norfolk Public Schools each year.		No
8.	Arts and Literacy Afterschool Book Club at Indian River Middle School	Arts and Literacy Research group (Dr. Taylor and doctoral students) go to Indian River Middle School once a week to engage 6-8th grade students in arts-inspired literacy activities like readers theatre, choral reading, read-alouds, dramatics and fine arts.	IRMS is concerned with SOL scores in English: Reading and Writing.	ODU'S Darden College of Education and Chesapeake Public Schools	No
9.	Greenbrier Intermediate School's YMCA Afterschool Book Clubs for Boys and Girls	Arts and Literacy Research group (Dr. Taylor and doctoral students) go to Indian River Middle School once a week to engage 6-8th grade students in arts-inspired literacy activities like readers theatre, choral reading, read-alouds, dramatics and fine.		ODU'S Darden College of Education and Chesapeake Public Schools	No
10.	Literacy Fall Fling	Dr. Taylor and IDS-TP students organized literacy activities for children; storytelling, read-alouds, graphic organizers.	scores in English: Reading and Writing.	Douglass Park Elementary School and Darden College of Education	No

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11.	Ocean Theme Day at DAC	Dr. Taylor and IDS-TP students organized literacy activities for special needs preschoolers including children read-alouds, arts and crafts.	Teaching staff at DAC know their students need extra stimulation to make up for developmental lags.	DAC (Portsmouth Public Schools) and Darden College of Education	No
12.	Paired Reading at GRI; Beginning Reading Workshop	Dr. Taylor does paired reading with struggling student at GRI once a week; Dr. Taylor organized series of professional development workshops for GRI teachers.	GRI identified struggling readers and provides paired reading as part of their remediation; GRI wanted to give teachers "refresher" course in phonemic awareness and phonics instruction.	Darden College of Education and Greenbrier Intermediate School (Chesapeake Public Schools)	No
13.	African American Read-In Chain	Annual event during Black History Month; community comes together to read aloud works written by African Americans; inaugurated by Dr. Taylor and assisted by undergraduate and graduate students.	Norfolk Public Schools and ODU realize the need to motivate local, urban students; motivating reluctant readers through culturally responsive children's literature.	Darden College of Education	No
14.	Contract reading courses for public schools	The graduate reading program in ECI offers special contract courses for teachers in school divisions to improve the teaching of reading in public schools.	These reading courses improve the skills of teachers in K-12 classrooms in public school divisions in Virginia.	ODU and the following school divisions: Newport News, Wythe County, Virginia Beach, Hampton, Chesapeake, Portsmouth, Suffolk	Yes
15.	STEM Related Projects	In partnership with Suffolk Public Schools, the STEM project is intended to increase the number of students taking STEM courses, as well as to increase the number of students joining the workforce in STEM related careers. Additionally, the partnership also assists teachers in developing problem based activities that highlight the STEM areas.	of 6-12 students, while assisting teachers how to create problem based activities in these areas.	Old Dominion University, Suffolk Public Schools	No
16.	Developing Highly-Qualified Mathematics Teachers for High- Poverty Schools	In partnership with Lindenwood Elementary and Richard Bowling Elementary (Norfolk Public Schools), this collaboration focuses on developing preservice teachers for the urban high-poverty school environment. The preservice teachers are assigned a mentor teacher to assist them as they learn to teach mathematics.	The Mathematics Partnership (Norfolk Public Schools) also focuses on increasing the mathematics achievement levels of PK-5 students who currently struggle with mathematics.	Old Dominion University and Norfolk Public Schools	No
17.	Assisting First Year Teachers in Making the Transition from University Student to Mathematics Educators	With JF. Kennedy Middle (Suffolk Public Schools), this partnership focuses on assisting first year teachers in making the transition to teaching mathematics in a high poverty middle school. Through modeling and coaching, the beginning teacher learns how to teach mathematics as it relates to the NCTM's Principles and Standards.	Kennedy is intended to increase the mathematics achievement levels of students in grade 6, as well as assisting the beginning mathematics teacher.	Old Dominion University, Suffolk Public Schools	No

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

Number	Education Programs - Partnership	Partnership and Collaboration Description - Please	Description of PreK-12 School Needs -	Partners and Collaborators -	Written Agreement - Is
Number	and Collaboration Name	provide a brief description of the partnership and collaboration (about	Briefly describe (about 50 words or less) how the	Please list the names of the entities that	there a written agreement with
	and Conaporation Name	50 words or less).	partnership and collaboration meet the identified	took part in the partnership and	the partners and collaborators?
			needs of the PreK-12 community.	collaboration.	Yes or No?
		A program between Chesapeake Public Schools and		Old Dominion University and	No
	Public Schools		a need for certified school media specialists	Chesapeake Public Schools	
		teachers to become certified school library media	over the next several years due to		
		specialists.	retirement eligibility. This program will		
			provide a pool of qualified licensed media		
			specialists.		
19.	Elementary Science Methods	Elementary science methods students complete part of	The partnership meets students' needs by	Old Dominion University	No
	Practicum Partnership	their practicum in a science magnet school.	providing additional support for the	Victory Elementary School –	
			classroom teacher in providing effective	Portsmouth	
			science instruction.		
20.	Secondary Science Methods	Secondary science methods students complete their	The partnership meets students' needs by	Old Dominion University	No
	Practicum Partnership	practicum in a science magnet school.	providing additional support for the	Churchland Middle School -	
			classroom teacher in providing effective	Portsmouth	
			science instruction.		
		ODU - Foreig	n Languages		
1.	Dual Enrollment Program	Old Dominion University may provide college-credit	The purpose of the Dual Enrollment	Roseanne Runte, President,	Yes
		courses to eligible Norfolk Public Schools' high school	Program is to allow high school students to	Old Dominion University, and	
		students.	take college-level courses and receive both	Stephen Jones, Superintendent	
			college and high school credit towards	of Schools, Norfolk Public	
			graduation. At present, Italian is being	Schools	
			taught at Maury High School only.		

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gr	ade	Lev	vel		Sup erse	•			La	ngı	ign 1age		1	'are Fech	mic	cal]	Pre	K-1	2 E	ndo	rse	mer	nts	Se	con	dar	y G	rad	les	6-1	2		Spe	cia	l Educ	atio	on			En		d-o		ts	
	Content Areas	Early/Primary Education PreK-3		Middl	Education	Math Specialist for Elem./Middle Ed.	Kedaing Specialist		School Esychology School Social Worker	French	2	Spanish	Latin	Other Foreign Language	na	Business and Information Technology	Marketing Education	Technology Education	Family and Consumer Sciences			Health and Physical	Library Media	,		Theatre Arts	Computer Science			\overline{z}		Science -	Science -	Science - Physics	Early Childhood (Birth		Adapted Curriculum K-12	General Curriculum K-12 (or Emotional Disturbance K-12, Learning Disabilities K-12, or	Mental Retardation K-12)	-Language D	Impairments PreK-1		Driver Education	Gifted Education	Journalism		Mathematics - Algebra I	Speech Communication
	Place a 'Y' under each content area approved red by your institution. (Note, an * indicates the	Υ	Υ	Υ		Y	Y \	′		Y	Υ	Y					Y	Υ	١	/ \	Λ	′ Y	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Y	Υ	Υ	Υ	Υ		Υ	Y		Υ	*		Υ		Υ		Υ	
	art of a consortium only.)																																											┙	_	┙	┙	
Section B:	Partnership and Collaboration Name		icate nty "F																												an '	K' u	nde	r the	e ap	pro	pria	te colum	nn b	elov	v. F	Pleas	se n	ote	that	the	first	
1.	Field Experiences - Poquoson City Public Schools	Х	Х	Х						Х	Х	Х					Х	Х	>		()	X	Х	Х	Х	Х		Х	Х	Х	X :	Х	Х	Х			Х	Х		Х			Х	T	T	\exists	T	-
2.	Field Experiences - Virginia Beach City Public Schools	Х	Х	Х						Х	Х	Х					Х	Х	>	()	< >	X	Х	Х	Х	Х		Х	Х	Х	Χ .	Х	Х	Х			Х	Х		Х	*		Х					
3.	Field Experiences - North Hampton County Public School	Х	Х	Х						Х	Х	Х					Х	Х	>	()	< >	X	Х	Х	Х	Х		Χ	Х	Х	Χ .	Х	Х	Х			Х	Х		Х			Х	T	T			
4.	Field Experiences - Fairfax Public Schools	Х	Х	Х				T		Х	Х	Х	1		T	1	Х	Х)	()	< >	X	Х	Х	Х	Х		Х	Х	Х	X :	Х	Х	Х		-	Х	Х	1	Х	*	T	Х	十	\top	7	\top	7
5.	Field Experiences - Suffolk City Public Schools	Х	Х	Х				T		Х	Х	Х			t	1	Х	Х)		< >	X	Х	Х	Х	Х		Х	Х	Х	X .	Х	Х	Х			Х	Х	T	Х		1	Х	\top	\top	7	\top	
6.	Field Experiences - Hampton City Public Schools	s X	Х	Х						Х	Х	Х					X	Χ)	()	()	X	Х	Х	Х	Χ		Х	Х	Х	X :	X	Х	Х			Х	Х		Х			Х		T			٦
7.	Field Experiences - Chesapeake City Public Schools	Х	Х	Х						Х	Х	Х					Х	Х	>	()	()	X	Х	Х	Х	Х		Х	Х	Х	X :	Х	Х	Х			Х	Х		Х	*		Х					
8.	Field Experiences - Franklin City Public Schools			Х						Х	Х	Х					X	Х)	()	()	X	Х	Х	Х	Χ		Х	Х	Х	X :	X	Х	Х			Х	Х		Х	*		Χ					
9.	Field Experiences - Loudoun County Public Schools		Х	Х						Х	Х	Х					X	Х	>		()	X			Х	Х		Х	Х	Х	X .	X	Х	Х			Х	Х		Х			Х					
10.	Field Experiences - Prince William County Public Schools	X		Х						X	X	Х					Х	Х	>	()	< >	X	Х	Х	Х	Х		Х	Х	Х	X :	X	Х	Х			Х	Х		Х	*		Х					
11.	Field Experiences - Fauquier County Public Schools	Х	Х	Х						Х	Х	Х			1		Х	Х	>	()	()	X	Х	Х	Х	Х		Х	Х	Х	X :	X	Х	Х		Ī	Х	Х		Х			Х					
12.	Field Experiences - Stafford County Public Schools	Х	Х	Х						Х	Х	Х					Х	Х	>	()	< >	X	Х	Х	Х	Х		Х	Х	Х	X .	Х	Х	Х			Х	Х		Х			Х	1	T	T	T	
13.	Field Experiences - Southampton County Public Schools	Х	Х	Х						Х	Х	Х					Х	Х	>	()	()	X	Х	Х	Х	Х		Х	Х	Х	X :	Х	Х	Х		Ì	Х	Х		Х			Х	1	T	7		
14.	Field Experiences - Norfolk City Public Schools	Х	Х	Х			T	T		Х	Х	Х			T	T.	Х	Х)	()	< >	X	Х	Х	Х	Х		Х	Х	Х	Χ .	Х	Х	Х			Х	Х	T	Х		T	Х	T	十	T	寸	7
15.	Field Experiences - York County Public Schools	Х		Х						Х	Х	Х					X	Χ)		()	X	Х	Х	Х	Χ				Х	X .	Χ		Χ			Х	Χ		Х			Х		J			
16.	Field Experiences - Portsmouth City Public Schools	Х	Х	Х						Х	Х	Х			1		Х	Х	>	()	< >	X	Х	Х	Х	Х		Х	Х	Х	X .	X	Х	Х			Х	Х		Х			Х		T			
17.	Field Experiences - Newport News Public Schools	Х	Х	Х						Х	Х	Х					Х	Х)	()	< >	X	Х	Х	Х	Х		Х	Х	Х	X .	X	Х	Х		ĺ	Х	Х		Х	*		Х					

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gra	ade	Lev	el		Supp erso				Lai	orei ngu eK-	age	;		Care Fect	mic	al	F	Prel	K-1	2 Er	ıdo	rsen	ent	s	Seco	onda	ary	Gra	des	6-1	2	\$	Spec	ial l	Educa	atio	n]	A Endo	Add- orse			
	Content Areas	Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	٠,	Math Specialist for Elem./Middle Ed.	School Counselor PreK-12	School Psychology	School Social Worker	French				Other Foreign Language		Business and Information Technology		Technology Education	ramay ana Consumer Sciences Visual Arts	Dance Arts	English as a Second Language	Health and Physical Education	Library Media	1	Music Education - Vocal/Choral	I heatre Arts	Computer Science Fraish	History & Social Science	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics	Early Childhood (Birth through Age 5)	Hearing Impairments Frek-12 Adanted Curriculum K-12	Audplea Carricannin A-12	General Curriculum A-12 (or Emotional Disturbance K-12, Learning Disabilities K-12, or	Wental Retardation K-12)	· 15	Visual Impairments FreK-12 Adult Fnolish as a Second Lanouage	Aduut English as a Second Language	Drwer Education Gifted Education	Journalism	Keyboarding	Mathematics - Algebra I	Speech Communication
18.	Field Experiences - Williamsburt-James City County Public Schools	Х		Х						Х	Х	Х						Х	Х	X	X	Х	Х		X 2	Х	×			Х	Х	Х	Х		×	(X		Х	I		Х	I			
19.	Field Experiences - Isle of Wight County Public Schools	Х	Х	Х						Х	Х	Х					X :	X	X	X	X	X	Х	Х	X 7	X	×	X	Х	Х	Х	X	Х		×		Х		Х)	X				
20.	Field Experiences - Gloucester County Public Schools	Х	Х	Х						Х	Х	Х					X :	Х	Х	X	X	X	Х	Х	X 2	X	×	X	Х	Х	X	Х	Х		×		Х		Х)	X	Ī			
21	Field Experiences - Henrico County Public Schools		Х																																×		Х		,	k						
22	Field Experiences - Hopewell City Public Schools		Х																																×		Х	T	T			\top	T	1		
23.	Field Experiences - Augusta County Public Schools		Х																																×	<	Х	\dagger	í	*		\dagger	\dagger	1	\vdash	
24.	Field Experiences - Prince George County		Х																																×	+	Х	\dagger	\dagger	+		\dagger	+	+	H	
25	Public Schools Field Experiences - Lee County Public		Х														1			t	t					Ť									×	<	Х	\dagger	\dagger	$^{+}$	t	\dagger	1		T	
26	Schools Field Experiences - Colonial Heights Public		Х												1		1																		X	+	Х	\dagger	\dagger	+		+	+	\dagger	\vdash	H
27	School Field Experiences - Tazewell County Public	:	Х		1										1		\dagger																	\dagger	×	-	Х	\dagger	\dagger	+	\dagger	\dagger	+	\dagger	\vdash	H
28	Schools Field Experiences - Allegany County Public		Х												1		1																		X	+	Х	\dagger	\dagger	+		+	+	\dagger	\vdash	H
29	Schools Field Experiences - Fredericksburg City		Х					1	H						1		\dagger																1		×	<	Х	\dagger	+	+	\dagger	+	\dagger	\dagger	H	H
30	Public School Field Experiences - Harrisonburg City		Х	-	-	-		-	-						1	-	-			+	+	1			-				-				+	1	×	+	Х	+	+	*	+	+	+	+	\vdash	H
31	Public Schools Field Experiences - Dickenson County		Х					-							4		-								_				-				_	_)	+	Х	+	+	+		+	+	\downarrow	\bigsqcup	H
	Public School																																					\downarrow	4	\perp	_	\bot	\downarrow	\downarrow		Ш
32	Field Experiences - Radford City Public School		Х																																×	,	Х									
33	Field Experiences - Spotsylvania County Public School		Х												Ī																				×		Х									

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gra	ade L	evel	1	Su _j Per	ppo soni			La	oreig ngua eK-	age		Te	chn	and ical tion		Pre	K-1	2 Er	ıdor	sem	ents	Se	con	lary	Gra	ades	6-12	2	Sp	ecia	al Edu	ıcatio	on		E	Ac Endo	dd-c rsen		ts
	Content Areas	Early/Primary Education PreK-3	Elementary Education PreK-6 Middle Education 6-8	Adult Education	Math Specialist for Elem./Middle Ed.	Reading Specialist	School Counselor PreK-12	School Psychology	French				Other Foreign Language		Marketing Education		Consumer Sciences	Visual Arts	Fuolish as a Second Lanouage	Physical	Library Media	Music Education - Instrumental	Theatre Arts	Computer Science	English	History & Social Science Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics Farly Childhood (Birth through Age 5)	Hearing Impairments PreK-12	Adapted Curriculum K-12		Disturbance K-12, Learning Disabilities K-12, Mental Retardation K-12)	Speech-Language Disorders PreK-12	PreK-1	Adust Engush as a Secona Language Driver Education	Gifted Education	Journalism		Mathematics - Algebra I Speech Communication
34	Field Experiences - Rockingham County Public School		Х																													Х	Х								
35	Field Experiences - Clarke County Public Schools		Х																													Х	Х								
36	Field Experiences - Campbell County Public School		Х																													Х	Х								
37	Field Experiences - Botetourt County Public School	;	Х				İ																									Х	Х			T	T				
38	Field Experiences - Rappahannock County Public Schools		Х																													Х	Х			\top	\dagger			1	
39	Field Experiences - Charlotte County Public Schools	;	Х																													Х	Х			T	T			T	
40	Field Experiences - Winchester City Public Schools		Х																													Х	Х								
41	Field Experiences - Culpeper County Public Schools	2	Х																													Х	Х								
42	Field Experiences - Richmond City Public Schools		Х																													Х	Х								
43	Field Experiences - Scott County Public Schools		Х																													Х	Х								
44	Field Experiences - Frederick County Public Schools		Х																													Х	Х			*					
45	Field Experiences - Pittsylvania County Public Schools		Х							Ī																						Х	Х		\top	*	T	T	П		
46	Field Experiences - Washington County Public Schools		Х				1					t						T														Х	Х	:		\top	1	T		7	
47	Field Experiences - Shenandoah County Public Schools		Х									Ì						T														Х	Х	:	一	1	T			1	
48	Field Experiences - Buckingham County Public Schools		Х									Ì						T														Х	Х	:	一	1	T			1	
49	Field Experiences - Warren County Public Schools		Х																													Х	Х								

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gra	ade l	Leve	el		upp erson	ort nnel			Lan	reig gua eK-1	ge		Te	reer chn	ical		Pr	eK-	12 I	Endo	orse	men	its	Sec	conc	lary	Gr	ade:	6-1	12		Spe	cial	l Educat	ion			E	Ad ndo	dd-o rsen	its	
	Content Areas	Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	Math Specialist for Flow (Middle Ed	Reading Specialist	School Counselor PreK-12	School Psychology	School Social Worker			sh		Other Foreign Language	Technology			Sciences	Visual Arts	Dance Arts	English as a Second Language	neatth and Fhysical Education Tibrary Media	Music Education - Instrumental	Music Education - Vocal/Choral	Theatre Arts	Computer Science	English	History & Social Science Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science		Early Childhood (Birth through Age 5)	Hearing Impairments PreK-12	Adapted Curriculum K-12	General Curriculum K-12 (or Emotional Disturbance K-12, Learning Disabilities K-12, or Mental Retardation K-12)	Speech-Language Disorders PreK-12	Visual Impairments PreK-12	Adult English as a Second Language		Gifted Education	Journalism	Mathematics - Algebra I	Speech Communication
50	Field Experiences - Grayson County Public Schools		Х																																Х	Х		П						
51	Field Experiences - Covington City Public Schools		Х																																Х	Х	T	$\dagger \dagger$		m			T	
52	Field Experiences - Middlesex County Public Schools		Х																																Х	Х	Ī						T	
53	Field Experiences - Falls Church City Public Schools		Х																																Х	Х		П					T	1
54	Field Experiences - Montgomery County Public Schools		Х																																Х	Х	T	$\dagger \dagger$		m			T	
55	Field Experiences - Smyth County Public Schools		Х																																Х	Х	T	$\dagger \dagger$		m			T	-
56	Field Experiences - Chesterfield County Public Schools		Х																																Х	Х								
57	Field Experiences - Arlington County Public Schools	;	Х																																Х	Х								1
58	Field Experiences - Russell County Public Schools		Х																																Х	Х			П	Г			T	
59	Field Experiences - Wise County Public Schools		Х																																Х	Х								
60	Field Experiences - Department of Defense Dependent Schools		Х																																Х	Х		\prod	П					1
61	Field Experiences - Washington State Department of Public Instruction		Х	Х						Х	Х	Х				Х	Х		Х	Х	X 2	X X	X	Х	Х		X 2	X X	X	Х	Χ	Х			Х	Х	Х		П					
62	Field Experiences - Mecklenburg County Public Schools		Х																																Х	Х			П					
63	Field Experiences - Worchester County Public Schools, Maryland		Х																																Х	Х								
	ODU - MATHEMATICS																																											
1	Lafayette Winona Middle School, Norfolk Public Schools				X																							Х															Х	
2	J.F. Kennedy Middle School, Suffolk Public Schools				Х																							Х														1	Х	

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gra	ade I	Leve	el		ppo son			La	orei ngu reK	age		T	aree echi duca	iica	ıl	Pr	eK-	12 E	ndo	orsen	nent	ts	Sec	ond	lary	Gr	ade	s 6- 1	12		Spe	cial	Edu	ucat	ion			En	Ador:	d-oi sem		ts	
	Content Areas	Early/Primary Education PreK-3	Elementary Education PreK-6	Midale Education 6-8	Math Specialist for Elem/Middle Ed.	Reading Specialist	School Counselor PreK-12	School Psychology	School Social Worker Fronch	German	Spanish	Latin			Bustness and Information 1 echnology Marketing Education	Technology Education	Family and Consumer Sciences	Visual Arts		English as a Second Language Health and Physical Education	Library Media		Music Education - Vocal/Choral	Theatre Arts	Computer Science	Engusu History & Social Science	Mathematics					Early Childhood (Birth through Age 5)	છ	Adapted Curriculum K-12	General Curriculum K-12 (or Emotional	Disturbance K-12, Learning Disabilities K-12, or Mental Retardation K-12)	Speech-Language Disorders PreK-12	Visual Impairments PreK-12	Adult English as a Second Language	Driver Education	Gifted Education	Journalism		Mathematics - Algebra I Speech Communication	
	ODU - MARKETING EDUCATION	,			<u>, , , , , , , , , , , , , , , , , , , </u>							اند		<u>, </u>					<u> </u>							<u> </u>								,		4 5			,						
1	Old Dominion University Marketing Education Program and Virginia Beach City Public Schools Marketing Education Teachers			T	T			T	T					T	X	Ī					T				T	T	T														T	T	T	Т	
2	Old Dominion University MS Program for Virginia Beach Career and Technical Education	a													Х																														
3	Say Yes To College														Х																														
4	Your Power, Your Choice Community Conference														Х																														
5	Virginia Beach Career and Technical Education High School Credit Transfer														Х																														
6	Old Dominion University and Fairfax Public School System														Х																												\perp		
	ODU - COUNSELING			_		_				_				_	_	_								_	_	_	_	_				_		_							_	4	4		1
1	Newport News Public Schools Counseling Leadership Development		Ш			L	Х			L	L						Ш					Ш		\perp	\perp	\perp			L					\perp			L				\perp	\perp	\perp		
	ODU - PREK-6		I 1/ I																			- 1																	-			4	4		1
1	Partnerships for Classroom Management for Students Working in Public School Communities		Х																																										
	DU - HEALTH, PE, & DRIVERS ED.																																												
1	Fitness Testing			4	1	1_	Ш		_	1	<u> </u>	Щ			1	1	Ш	_	_	X		\sqcup	_	_	_	_	1	1	<u> </u>	Щ	_	_	_				1_	Щ			4	\bot	\downarrow	-	-
2	Fitness Testing		-	_	\bot	╄	$\vdash \downarrow$	_	-	-	<u> </u>	\vdash	_	_	_	1	\vdash		_	Х		+	_		_	\bot	\perp	-	_	\sqcup							_	\sqcup			+	+	+	'	-
3	Adapted Physical Education Lab		$\vdash \vdash$	-	+	1			-		1		_	_	-	1_	\vdash	_	_	X		+	_		_	-	-	1	1	\vdash	_			-			_	\vdash			+	+	+		1
4	Career Day		$\vdash \vdash$	-	+	1			-		1		_	_	-	1_	\vdash	_	_	X		+	_		_	-	-	1	1	\vdash	_			-			_	\vdash			+	+	+		1
5	Larchmont Rat Race		V	-	+	1			-		1		_	_	-	1_	\vdash	_	_	X		+	_		_	-	-	1	1	\vdash	_			-			_	\vdash			+	+	+		1
6	Staff Development		Х	-	+	1			-		1		_	_	-	1_	\vdash	_	_	Х	١_	+	_		_	-	-	1	1	\vdash	_			-			_	\vdash		_	+	+	+		1
/	Driver Education Training		$\vdash \vdash$	+	+		$\vdash \vdash$		-		1	Н	_	4		1	\vdash	_}	_}	- 1	,	+	_	_	+	+	+	1	1	H	_}	4					<u> </u>	H		Λ	+	+	+		1
8	Adapted Physical Education		$\vdash \vdash$	+	+	+	\vdash		-	-	-	\vdash	_	+	+	╄	\vdash		_	X		+	_	-	+	+	+	-	-	H		_	_				-	H			+	+	+		ł
9	Afterschool Sports					1										1				Х								1	1														丄		l

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gra	ade I	Lev	el		upp erso			Ι	an	eigi gua K-1	ge		Te	eer chn uca	ical		Pre	eK-	12 E	ndo	rsen	ient	s S	eco	nda	ıry (Frac	des	6-12	2	$\mathbf{S}_{\mathbf{j}}$	peci	al E	duca	ıtio	n		E		dd- orse		nts	
	Content Areas	Early/Primary Education PreK-3	Elementary Education PreK-6	Midale Education 6-8	Math. Service of Fire Missing Es	Math Specialist for Etem./Midale Ed. Roading Specialist	School Counselor PreK-12	School Psychology	School Social Worker	French	German	Spanish I adi:	Other Foreign I anguage	Agricultural Education	Business and Information Technology		Technology Education	Family and Consumer Sciences	Visual Arts		English as a Second Language Health and Physical Education	Library Media	1	Music Education - Vocal/Choral	Ineatre Aris Commuter Science	English	History & Social Science	Mathematics			Science - Earth Science	Science - Frysics Farly Childhood (Birth through Age 5)	20	Curriculum 1	General Curriculum K-12 (or Emotional	Disturbance K-12, Learning Disabilities K-12, or	Snooch-Lanauage Disorders ProK-12	Speech-Language District 17 Prek-12 Visual Impairments Prek-12	Adult English as a Second Language	•	Gifted Education	Journalism	Keyboarding	Mathematics - Algebra I	Speech Communication
	ODU - SPECIAL EDUCATION																																												
1	Training and Technical Assistance Consortium (T/TAC)ODU																															Х	,	Х											
2	Effective Schoolwide Discipline		X	Х																																									
3	The Commonwealth Special Education Endorsement Program																																			Χ									
4	The Paraprofessional Preparation for Extraordinary Teaching																																			Χ									
5	The Virginia Consortium for Teacher Preparatior in Vision Impairment- We discussed this with Patti Pitts on the telephone and explained that this is a consortium and we offer some of the classes for the licensure.	1																																				X							
6	The Virginia Beach Teacher Training Project* (*title may change)																																			Х	T								
	ODU - MUSIC																																												
1	Music Education in the Schools: Elementary and Secondary Performance Study																						Х	Х																					
2	Internships and Side By Side Rehearsals and Performances																						Х	Х																					
3	National Association of Teachers of Singing Festival at Old Dominion University																						Х	Х																					
4	F. Ludwig Diehn Concert Series									I			I											Х													I								
5	Graduate Courses for recertification		$\sqcup \bot$																					Х			1	Ш					1		1		4		1_		1	\bot	\perp	\sqcup	_
6	Old Dominion University String Festival		$\sqcup \bot$		_	1	_			_	_		_	1	1				4	_		1		Х	1	1	1	Ш	_		_	_	4	1	1		4	4_	1	1_	1	\vdash	\vdash	\sqcup	_
7	Governor's School for the Arts	1	$\vdash \vdash$	_	_	_	_		_	_	_	_	\perp	\bot	1		Ш	_	_	_	\perp			X	_	-	-	$\vdash \downarrow$	_	_		-	1	1	╀		+	_	╀	+	╄	₩	₩	\vdash	_
8	Scola Cantorum Summer Sing		$\vdash \vdash$		_		_		_	_	_	_	_	\bot	-		\vdash		4	_		-		X		-	1	$\vdash \downarrow$	_	_	_		-	-	-		+	-	1	+	╄	₩	₩	\vdash	_
9	On-site Clinics		$\vdash \vdash$				-			_	_		-	_	-				_	_				X			1	H	-		_		-	-	1		+		1	1	-	⊢	\vdash	++	_
10	Presentations and Workshops																							Х													\perp						igspace	Ц	
11	Connecting Parents with Learning				1								\perp		1							1		Х			1				_	_		1	_		4		1		1_	丄	L	\sqcup	
12	Practica and Student Teaching																						Х	Х													\perp					\bot			

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gr	ade	Lev	vel		Sup _[La	- 0	ign iage -12	;	T	arec Tech	nica	al	P	reK	-12	En	dor	sem	ents	S	ecor	ıdar	y G	rad	les 6	-12		Spo	ecia	ıl Edu	ıcat	ion			En	Ad dor	d-o sen		ts	
	Content Areas	Early/Primary Education PreK-3	ı Pr	Middle Education 6-8	Adult Education	Math Specialist for Elem./Middle Ed.	Reading Specialist	School Peachology	School Social Worker	French	German	Spanish	Latin	Other Foreign Language		Business and Information Technology	Marketing Education Technology Education	Family and Consumer Sciences	Visual Arts	Dance Arts	English as a Second Language	Health and Physical Education	Library Media	Music Education - Instrumental	Music Education - Vocav Chorat Theatre Arts	Computer Science	English	History & Social Science	Mathematics	Science - Biology	Science - Chemistry Science - Farth Science		Early Childhood (Birth through Age 5)	s PreK-12	Adapted Curriculum K-12	General Curriculum K-12 (or Emotional	Orsan vance R-12, Lear and Disabilities R-12, or Mental Retardation K-12)	Speech-Language Disorders PreK-12	PreK-1	Adult English as a Second Language	Driver Education	Gifted Education	Journalism		Mathematics - Algebra I Speech Communication	
ODU -	- SPEECH LANGUAGE PATHOLOGY	·		<u> </u>			<u> </u>								,						انا			<u> </u>	<u> </u>		اندا							<u> </u>			1 4									t
1	Norfolk Public School Practicum in Speech- Language Pathology								T	T																				T								Х								1
2	Virginia Beach Public Schools Practicum in Speech-Language Pathology																																					Х								
3	Chesapeake Public Schools Practicum in Speech-Language Pathology																																					Х								
4	Hampton Public Schools Practicum in Speech- Language Pathology																																					Х								
	ODU - PREK-3																																													
1	Norfolk Public Schools Early Childhood Strategic Planning Committee	X																																												
2	Norfolk Public Schools Early Childhood Professional Development Research	Х																																												
3	Early Reading First Collaborative Grant Writing and Planning	Х																																												1
4	K - 5 Classroom Management Training Collaboration	Х																																												1
5	Norfolk Public Schools Formative Assessment Research	Х																																												1
6	Norfolk Public Schools Elementary Mathematics Strategic Planning Committee	Х																																												
7	Old Dominion University ESSE Educational Partnership with CHEAR	Х																																								Ì	T			1
8	Professional Pre-Service Teacher Professional Development Seminar Partnerships	Х																																												
9	ODU-NPS Math Strategies Gender Research	Х		_	_		$^{+}$		+		t	t	t		-		\top	\top	┪	t	H		-		$^{+}$			_	_				1		_			Ħ			-		1	1	\top	1
10	Early Childhood Education Future Teacher Partnerships	Х																																												•

Name of Institution: Old Dominion University

Contact Person: Leigh L. Butler

	Education Programs Matrix	Gı	rade	e Le	evel			opo soni			La	- 0	ign iage -12		T	aree 'echi duca	nica	al	P	reK	-12	En	dors	eme	ents	Se	ecor	ıdar	y G	rad	les 6	5-12		Sı	ecia	al E	duca	atio	n		F		dd. orse		ents	
	Content Areas	Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	Adult Education	Math Specialist for Elem./Middle Ed.	Reading Specialist	School Counselor PreK-12	School Psychology	French					Education	Marketine Education	u u	Sciences	Visual Arts	Dance Arts	English as a Second Language		Library Media	Music Education - Instrumental Music Education - Vocal/Choral	Theatre Arts	Computer Science	English	History & Social Science	Mathematics		Science - Chemistry	Science - Earth Science Science - Physics	Early Childhood (Birth through Age 5)	Hearing Impairments PreK-12	Adapted Curriculum K-12	General Curriculum K-12 (or Emotional	Disturbance K-12, Learning Disabilities K-12, or	Second I constitute Discorders Day 13	Speech-Language Disorates Fren-12 Visual Imnairments PreK-12	Adult English as a Second Language	Driver Education	Gifted Education	Journalism	Keyboarding	Mathematics - Algebra I	
	ODU - TECHNOLOGY EDUCATION		_					_		_							1	. 1		_														_								_	_	_	—	
1	Chesapeake Career and Technical Education In- service																Х																													
2	Old Dominion University MS Program for Virginia Beach Career and Technical Education	а															X	(
3	Virginia Beach Tech Prep Industry Updates																Х	(T	\Box
4	Fairfax County STEM Program Planning		I														Х																												I	
5	Old Dominion University MS Program for Fairfax County Technology Education Teachers																Х	(
6	Old Dominion University MS Program for Arlington City Schools Technology Education Teachers																Х	(
7	Say Yes To College		T														Х	(T	\Box
8	Your Power, Your Choice Community Conference																Х	(
9	Virginia Beach Career and Technical Education High School Credit Transfer																Х	(
10	First Robotics, Mechnville High School, and NASA																Х	(
11	Virginia Beach Career and Technical Education Advisory Board							I									Х	(Ī																	
12	STEM Career and Technical Education Grant Proposals																Х																												L	
13	BIGMAC Advisory Committee		\bot														Х			<u> </u>										_ _															╄	Ш
14	The Virginia Center for Urban Education: Graduate Fellows and Master Teachers																Х																													
OD	U - ELEMENTARY CURRICULUM (ECI)			_								_								_																_										
1	ECI 290: Education for the 21st Century	Х	Х	Х		П	T	T	T	Х	X	Х	Х	T	T:	X X	X	(X	(X	Х	Х	Х	Х	ХХ	(X	X	Х	Х	Х	X Z	X D	⟨ X	X	T			Χ	T	T	T	T		Х		T	\Box
2	ECI, Graduate Reading Program –Reading First Teacher Academies, Virginia; Reading First Academy, State DOE, VA	Х	Х				Х																																							
3	Evaluation of the U.S. Department of Education's Smaller Learning Communities Special Competition: Enhanced Reading Opportunities	S																									Х	Х	Х	X 2	X >	< x											Х		Х	

Name of Institution: Old Dominion University

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	Education Programs Matrix	Gr	ade	Lev	vel		Sup _j erso	•			La	orei ngu eK-	age		1	aree 'ech duc	nic	al	P	rek	ζ-12	En	dor	sem	ents	S	eco	nda	ry (Gra	des	6-1	12		Spe	cial	Edi	ucat	ion			En		ld-o		ts
	Content Areas	Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	Adult Education	Math Specialist for Elem./Middle Ed.	Keading Specialist School Counsolor Pro K-13	School Developm	School Social Worker	French	German	Spanish	Latin	Other Foreign Language		Business and Information Technology	Tooknolow Education	Technology Education Family and Consumer Sciences	Visual Arts	Dance Arts	English as a Second Language	hysical	Library Media	Music Education - Instrumental	Music Education - Vocat/Chorat Theatre Arts	Computer Science	English	History & Social Science	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science		Early Childhood (Birth through Age 5)	Hearing Impairments PreK-12	Adapted Curriculum K-12		Disturbance K-12, Learning Disabitites K-12, or Mental Retardation K-12)	Speech-Language Disorders PreK-12	Visual Impairments PreK-12	Adult English as a Second Language		Gifted Education	Journalism	Keyboarding	Mathematics - Algebra I Speech Communication
4	Social Studies, ID&T, Northampton County Public Schools - Beyond History																											х																		\Box
5	Tidewater Writing Project																								Х	(Х	Х	Χ	Χ	Χ	Χ												Х	T	$\exists \exists$
6	Evaluation of Young Audiences' of Virginia's Arts For Learning Residency at Willard Model Elementary School		Х																																											
7	School Library Media - Norfolk GROW Our Own Program for School Librarians	n																					Х																							
8	Arts and Literacy Afterschool Book Club at Indian River Middle School			Х																																										
9	Greenbrier Intermediate School's YMCA Afterschool Book Clubs for Boys and Girls		Х																																											
10	Literacy Fall Fling		Χ					I									I																												╝	
11	Ocean Theme Day at DAC		Χ																																											
12	Paired Reading at GRI; Beginning Reading Workshop		Х																																											
13	African American Read-In Chain		Χ								<u> </u>																													Ш				\perp	\perp	
14	Contract reading courses for public schools						X	_	_						_	_	\perp	\perp		1	<u> </u>					1		1								_								ightharpoonup	_	Ш
15 16	STEM Related Projects Developing Highly-Qualified Mathematics	-	Х		\dashv	+	+	-	-	-	-			+	+	-	+	+	-	-	H		\dashv	-			-	-	Х	Х	Х	Х	Х		\dashv	+						-	\dashv	+	+	X
17	Teachers for High-Poverty Schools Assisting First Year Teachers in Making the	1		Х	-	-	+	+	+	-				-	-	-	╁	+	+	-	-	H		-	+	+	+	-	Х						_	+								+	+	X
	Transition from University Student to Mathematics Educators																																													
18	School Library Media – Chesapeake Public Schools																						Х																							
19	Elementary Science Methods Practicum Partnership		Х																																											
20	Secondary Science Methods Practicum Partnership																													Χ	Χ	Χ	Х													
	ODU - FOREIGN LANGUAGES																												_																	
1	Dual Enrollment Program									Х	Х	Х																																\Box	Т	\Box
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Number	Administrative and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
1.	Suffolk Public Schools Leadership Cohort Program		Cohort instructors represent the district's central office and school-based administrators. Course content focuses on the needs, culture and experiences of each school district.	Dr. Lyn Cross	No
2.	Newport New Public Schools Leadership Cohort Program	See above	See above	Dr. Keri Weston	No
3.	Eastern Shore/North Hampton County Public Schools Leadership Cohort Program	See above	See above	Dr. Berkley Ashby	No
4.	Chesapeake Public Schools Leadership Cohort Program	See above	See above	Dr. Theresa Mizzell	No
5.	City of Hampton Public Schools Leadership Cohort Program	See above	See above	Dr. Patrick Russo	No